

Assessment Strategies



DAY 3: AUGUST 17, 2011

Session Outcomes



- position assessment within the design process
- identify and discuss various assessment strategies
- share examples of assessments in practice
- consider how select assessments can be adopted to different settings (online/blended/f2f – discipline)

Take a moment.....



.....to think about the very first test
you ever experienced?

- What was the context?
- What did you learn / take away from the experience?



APGAR Score: My First Test



Hope I pass!



Norah McDonald, newborn



Norah McDonald, 3 years

APGAR Score



	SIGN	0 POINTS	1 POINT	2 POINTS
A	activity	absent	arms & legs	active movement
P	pulse	absent	below 100 bpm	above 100 bpm
G	grimace	no response	grimace	sneeze, cough, pulls away
A	appearance	blue-grey, pale all over	normal except extremities	normal over entire body
R	respiration	absent	slow, irregular	good, crying

Purpose of APGAR Score



Encompasses Sound Assessment

- establishes a benchmark
- identifies strengths and weaknesses
- calls for action
- measures the impact of action

Source: Marini & Violato, 2000

Assessment – food for thought



- **What & how we evaluate:**

- **signals** what we want students to learn (Fenwick & Parsons, 2000)
- **defines** the actual curriculum from the students' point of view (Ramsden, 1992)
- is the most significant **prompt** for learning (Boud, 1995)

Words to live by!



“Assessment is at the heart of the undergraduate experience. Assessment defines what students regard as important, how they spend their time, how they come to see themselves as students, and then as graduates.” (Brown & Knight, 1994)

Assessment: Two Types



Formative

- purpose: diagnosis growth, feedback
- takes place during the learning process
- often not graded
- feedback to learner and prof on progress to date

[BOOK](#)

[CATS](#)

Summative

- done at the end of module, course, unit
- judgement is final
- usually associated with marks
- no opportunity to revisit learning

Differentiating b/w Formative & Summative Assessment



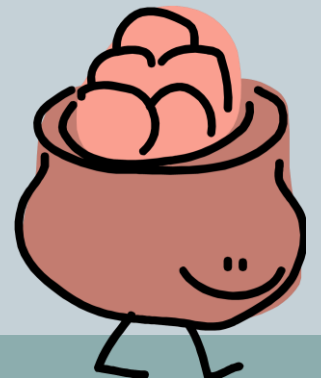
“When the cook tastes the soup, that’s formative;
when the guests taste the soup, that’s summative.”

(Stake as cited by Earl, 2004)

Assessment Strategies: Mining for Nuggets



- Brainstorm a list of assessment strategies/practices you have used, experienced, or observed others using.
- Choose your top 2 or 3 and write them on the board. Be prepared, if selected, to speak to your picks.
- Review each assessment option and star one or two you're interested in learning more about.
- Consider how to adopt for online, blended, f2f settings; different disciplines



Selecting Assessment Tools



- taxonomic level(s) of learning objectives
- number of students to be assessed
- number of hours needed to prepare and evaluate x
number of tests/assignments/exercises
- availability of teaching assistants to help with marking
(or other like resources)
- administration, context, setting of assessment
- demands on your time
- **curricular requirements**



And.....



What assumptions do we make about what students know? Their mindset? Aptitude? Cultural context? Learning style/approach? Impact on assessment choices and decisions?

Watch Ted.com clip by Derek Silver called “Weird or Just Different”

Course Blueprint

Course Blueprint

Learning Outcome	Taxonomy Association (e.g. Bloom or Fink domain)	Proposed Assessments	Instructional Strategies (e.g., learning activities / instructional methods)	Content / Resources / Other

Assessment – Grading/Criteria



- Based on clearly articulated **performance benchmarks** (A,B,C...)
- **Valid** (i.e., tied to learning objectives/measures what they're intended to) and **recognizable** to both you and your students
- **Reliable** – (provides the same approximate results over time, no matter who scores/grades the test or assignment) and **consistent** (i.e., grading is perceived as fair by students)
- Based on **real differences in performance** (e.g., can you explain the difference between 85% and 90% ?)

References/Resources



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